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ABSTRACT

During the years 1988-1990, the Virginia vocational education delivery system directed its resources toward achieving the purposes of the Carl D. Perkins Vocational Education Act. Significant progress was made in coordinating secondary and postsecondary programs, developing 2+2 check prep initiatives, integrating academic and vocational curricula, serving target populations, and improving program and service quality. When compared to national standards, the 14 Service Delivery Areas (SDAs) that comprise the Job Training Partnership Act (JTPA) delivery system reflected a high level of accomplishment. Services provided to JTPA participants included on-the-job training, customized skills training, work experience, basic education, job search assistance, employability development, and youth services. Coordination activities between vocational education and JTPA were undertaken in school divisions, community colleges, correctional institutions, and SDAs. The broadly based efforts emphasized coordination with education beyond the agreement in the vocational plan. The Virginia Council on Vocational Education held public meetings, made program visits, suggested activities for the state vocational education plan, solicited and disseminated descriptions of innovative programs, and made Business and Industry Partnership Awards and Advisory Council and Advisory Committee Awards. (A listing of SDAs and a cooperative agreement are appended.) (YLB)

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VOCATIONAL EDUCATION AND JTPA DELIVERY SYSTEMS

Assisted Under
The Carl D. Perkins
Vocational Education Act
And The Job Training
Partnership Act

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Virginia
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Education

1991 Report

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VIRGINIA COUNCIL ON VOCATIONAL EDUCATION

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VOCATIONAL EDUCATION

AND JTPA DELIVERY SYSTEMS

ASSISTED UNDER THE

CARL D. PERKINS VOCATIONAL EDUCATION ACT

AND JOB TRAINING PARTNERSHIP ACT

VIRGINIA COUNCIL ON VOCATIONAL EDUCATION

1991 REPORT

The Virginia Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968 and continued through the Carl D. Perkins Vocational Education Act of 1984. Its members, drawn from a cross section of the public, are appointed by the Governor. The Council is charged by law to advise the Governor, the State Board of Vocational Education, the Governor's Job Training Coordinating Council, the U. S. Secretary of Education, the U. S. Secretary of Labor, the business community, and the general public concerning the operation of vocational education programs, services, and activities.

FOREWORD

The Carl D. Perkins Vocational Education Act directs the Virginia Council on Vocational Education to evaluate at least once every two years, the vocational education program delivery systems assisted under the Act and under the Job Training Partnership Act (JTPA) in terms of their adequacy and effectiveness in meeting the purposes of the two Acts. Recommendations are to be made to the Virginia Board of (Vocational) Education on the adequacy and effectiveness of coordination between vocational education and the JTPA.

The information included in this report has been obtained from records and reports of state agencies; interviews; public meetings; participation of council members and staff in vocational programs and activities; and evaluations, studies, and surveys conducted by the council. Staff of the Virginia Department of Education and the Governor's Employment Training Department have been extremely cooperative and responded to numerous requests for data and assistance.

Special thanks is extended to other individuals and groups who have provided information through surveys, interviews, and personal requests. Among these are personnel in school divisions; vocational education advisory councils; labor representatives; Virginia Occupational Information Coordinating Committee staff; business and industry representatives across the state; school division vocational education administrators; community college deans and provosts; and the Job Training Partnership Act service delivery area administrators.

TABLE OF CONTENTS

FOREWORD iii

VOCATIONAL EDUCATION DELIVERY SYSTEM UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

A. PURPOSE 1

B. DELIVERY SYSTEM 1

C. REVIEW OF VOCATIONAL EDUCATION 2

ENROLLMENTS 2

COOPERATIVE PROGRAMS 2

STUDENT ORGANIZATIONS 2

HANDICAPPED AND DISADVANTAGED POPULATIONS 3

ADULTS 4

SINGLE PARENTS/ HOMEMAKERS 5

GENDER EQUITY 5

CORRECTIONAL VOCATIONAL EDUCATION 5

COMMUNITY-BASED ORGANIZATIONS 6

CONSUMER AND HOMEMAKING EDUCATION 7

PROGRAM IMPROVEMENT 7

ANALYSIS OF VOCATIONAL EDUCATION ADVISORY COUNCIL REPORTS 9

REVIEW OF DISTRIBUTION AND EXPENDITURE OF CARL D. PERKINS ACT FUNDS 10

D. SUMMARY 13

E. RECOMMENDATIONS 13

1991 RECOMMENDATIONS 14

1990 RECOMMENDATIONS 15

JTPA DELIVERY SYSTEM UNDER THE JOB TRAINING PARTNERSHIP ACT

A. PURPOSE 18

B. DELIVERY SYSTEM 18

C. REVIEW OF JTPA 19

PARTICIPANTS SERVED 19

TRAINING PROGRAMS AND SERVICES 20

PROGRAM PERFORMANCE 21

RESOURCE ALLOCATION 22

STATE INITIATIVES 22

EDUCATION COORDINATION GRANTS 23

D. SUMMARY 24

COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

A. STATE LEVEL COOPERATIVE AGREEMENT 26

B. COORDINATION 26

C. SUMMARY 28

COUNCIL ACTIVITIES

A. PUBLIC MEETINGS AND PROGRAM VISITS 29

B. STATE PLAN CONSULTATION 29

C. INNOVATIVE PROGRAMS 31

D. BUSINESS AND INDUSTRY PARTNERSHIP AWARDS 31

E. ADVISORY COUNCIL AND ADVISORY COMMITTEE AWARDS 37

APPENDIX

VIRGINIA JTPA SERVICE DELIVERY AREAS 41

COOPERATIVE AGREEMENT 43

VOCATIONAL EDUCATION DELIVERY SYSTEM UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

A. PURPOSE

The general purpose of the Carl D. Perkins Vocational Education Act is to assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future workforce for marketable skills and to improve productivity and promote economic growth. Other specific purposes include providing target populations access to quality vocational programs; promoting cooperation between public agencies and the private sector; making programs more responsive to the labor market; improving the academic foundations of vocational students; training, retraining, and upgrading employed and unemployed workers; assisting economically depressed areas raise the employment and occupational opportunities of its citizens; utilizing support services, special programs, and counseling and placement to achieve the purposes of the Act; and improving the effectiveness of consumer and homemaking programs.

B. DELIVERY SYSTEM

Vocational-technical education is primarily delivered by school divisions at the secondary level and community colleges at the postsecondary level. Both provide programs and services to adults. The Virginia Board of Education serves as the State Board of Vocational Education. In this capacity, the board is responsible for developing the state plan for vocational education. The plan provides for programs and services in school divisions, the Virginia Community College System, the Virginia Schools for the Deaf and Blind at Hampton and Staunton, Woodrow Wilson Rehabilitation Center, institutions of higher education for vocational teacher education, the Department of Correctional Education, and apprenticeship programs jointly supported with the Virginia Department of Labor and Industry. Special project grants support programs and activities serving gender equity initiatives and cooperative ventures with community-based organizations.

There are one hundred thirty-five school divisions in Virginia. Within these school divisions, two hundred eighty-nine high schools, thirty-six vocational centers, and eleven jointly owned and operated vocational centers provide programs and services to secondary school students and adults. Two hundred fifteen middle schools have exploratory or special needs programs. Twelve separate vocational centers provide special services to students identified as handicapped or disadvantaged. The Virginia Community College System has twenty-three community colleges with thirty-four campuses. These institutions provide postsecondary and adult vocational-technical education. Four-year colleges and universities prepare vocational teachers. State institutions serve criminal offenders, deaf and blind individuals, and other handicapped persons.

C. REVIEW OF VOCATIONAL EDUCATION

ENROLLMENTS

Secondary Students	1988-89	1989-90
Regular	273,284	275,130
Handicapped	21,950	23,667
Disadvantaged	91,581	108,184
Limited English Proficient	15,673	1,662
Incarcerated	4,996	4,251
Total	407,484	412,894

Postsecondary/Adult Students	1988-89	1989-90
Regular	46,024	48,166
Adult	109,730	135,888
Single Parent/Homemaker	3,846	3,147
Total	159,600	187,201

COOPERATIVE PROGRAMS

The cooperative education method of instruction is utilized in a variety of ways within secondary vocational program areas. This approach provides a direct linkage between the educational program and work on-the-job in a related occupation. Students earn wages while continuing to meet requirements for graduation from high school.

Cooperative Vocational Education	1988-89	1989-90
Secondary Students	22,102	22,464
Number of Employers	15,823	15,964
Student Earnings	$53,606,815	$54,439,407

STUDENT ORGANIZATIONS

Vocational education student organizations provide for co-curricula activities in personal development, leadership, and service to the community. These organizations in Virginia serve secondary, collegiate, adult, and alumni members.

Vocational Student Organization	1988-89	1989-90
Virginia FFA Association	14,668	13,260
Young Farmers of Virginia	1,351	1,204
Future Business Leaders of America	20,569	20,226
Phi Beta Lambda	848	762
Health Occupations Student Association	2,248	3,584
Future Homemakers of America	12,397	12,885
Home Economics Related Occupations	2,576	2,833
Young Homemakers of Virginia	582	471
Distributive Education	16,334	15,939
Technology Student Association	19,621	20,423
Vocational Industrial Clubs of America	16,131	15,499
Total	107,325	107,086

HANDICAPPED AND DISADVANTAGED POPULATIONS

An operational plan for serving handicapped and disadvantaged students, including those with limited English proficiency is used to direct three programmatic options. Students are mainstreamed in regular programs and expected to achieve competencies as any other student. When appropriate, mainstreamed students receive special supportive services from additional resource personnel or equipment may be modified. The third option involves placement in a specially designed program. Enrollments in 1989-90 show that ninety percent of the disadvantaged and handicapped students were mainstreamed in regular vocational programs.

Assurances are required from each school division on issues of equal access in recruitment, enrollment, and placement in the full range of vocational programs; the delivery of services in the least restrictive environment; and coordination with special education for those identified as handicapped students. Compliance with these and other related assurances are assessed through several evaluation and compliance review processes.

The provision of transitional services from school to work for students with disabilities continues to increase. In 1989-90 sixty-eight school divisions participated in five projects providing such services. The projects utilize a combination of education and community resources to meet individual needs through transition planning and case management.

Assessment services are available to eighty-five of the state's school divisions through thirty-five comprehensive vocational assessment centers. The establishment of additional centers has been identified as a priority need. Thirteen assessment centers were added in 1989-90, but fifty school divisions still have limited access to such services.

Several initiatives were conducted during the two-year period to support service to handicapped and disadvantaged students:

- The special vocational programs unit in the Department of Education provided or assisted with staff development training for teachers, administrators, counselors, and support personnel. Curriculum modification, teaching methods, student learning styles, and motivational techniques received emphasis in these sessions.

- Five regional workshops were provided for home economics teachers to assist them in adapting instructional methods, materials, and curriculum for handicapped and disadvantaged students. Vocational and special education personnel cooperated in conducting these sessions.

- Linking secondary and postsecondary education for students with limited English proficiency was the goal of a cooperative venture with the Northwest Educational Cooperative in Des Plaines, Illinois.

- An interagency effort identified as TRAC was designed to assist vocational and special education teachers improve the success potential of handicapped students in vocational programs. Trade-Related Academic Competencies involved curriculum modifications to ensure handicapped students would master reading, writing, and math competencies needed in vocational classes.

ADULTS

Adult vocational education programs to train, retrain, and upgrade workers with new skills are provided by school divisions, community colleges, correctional institutions, and a variety of other institutions and agencies. Related training for apprentices represents a sizable portion of the adults served each year.

Most school divisions in cities and urban areas make a substantial commitment to adult vocational education. Some rural counties also conduct significant programs each year. Others have only limited offerings. Financial support from state and federal sources for adult vocational programs in school divisions has been limited in relation to requests received. The state plan for 1988-89 and 1989-90 allocated approximately $2.4 million from state and federal funds for adult programs in school divisions, and local support was identified at $3.5 million. Localities may expend more than that, but reporting to the state is generally made on those programs involving some state and federal funds. Federal funds designated for the community colleges support both postsecondary and adult initiatives. An additional $2 million was allocated for related training of apprentices in each year of the plan. Thirty-five percent of this amount was from federal funds. Changes in how funds are distributed within a state in the reauthorized Perkins Act limits the state's abili'y to continue this support. The apprenticeship related training program will be under financial stress from this change beginning in 1991-92. Correctional vocational education and Woodrow Wilson Rehabilitation Center will be affected in a similar way.

The demand for adult vocational education is expected to grow. Factors influencing this will be rapid technological advances in the work place, structural changes in the economy, expanded mobility of the workforce, and continued pressure to meet foreign competition. Meeting adults needs is one of the critical challenges facing vocational-technical education.

SINGLE PARENTS/HOMEMAKERS

Twenty-two regional centers for single parents and homemakers served 3,846 individuals in 1988-89 and 3,147 individuals in 1989-90. Approximately sixty-four percent of the applicants were accepted in the program in 1989-90. Nineteen of the centers were located in community colleges, one with a community-based organization, one in a combination community college/community-based organization, and one in a school division. Services provided to participants in 1989-90 were vocational training (2,351), job search or job readiness program (1,395), child care assistance (737), and transportation assistance (1189). Other services available were individual and group counseling, support groups, and job placement assistance. Each center works closely with Job Training Partnership Act programs in the region as well as local social service agencies, Virginia Literacy Initiatives, and other related organizations. Nearly twenty-eight percent of the 1989-90 participants received Aid for Dependent Children. Literacy instruction was provided to 242 participants. Developmental courses enrolled 949, and 337 received GED preparation during this time.

GENDER EQUITY

Forty-two gender equity projects in 1989-90 focused on gender-role stereotyping, the negative effects of stereotyping on both genders, and vocational gender equity for men and women. Nearly 100,000 secondary students and more than 14,000 postsecondary and adult students participated in equity programs and activities.

Each year the Virginia Gender Equity Resource Center provided library services to more than 350 educators, distributed over 40,000 promotional products and publications, loaned in excess of 300 library items, made inservice presentations, and increased the library inventory to 950 selections. During 1989-90, a gender equity coloring book was developed for elementary school students.

Five of the gender equity projects at community college sites implemented programs for women to explore nontraditional trade and industrial careers or high technology related careers. Three mini-grants developed two filmstrips about nontraditional careers for women and an equity poster contest was conducted in middle schools.

CORRECTIONAL VOCATIONAL EDUCATION

The Virginia Department of Correctional Education (DCE) received federal vocational education funds through the one percent allotment for persons incarcerated in

correctional institutions. Funds for disadvantaged and handicapped individuals and for apprenticeship related instruction were also provided under the Carl Perkins Act.

There is no official agency-wide criteria for selecting inmates to qualify for vocational education programs. Some facilities establish their own criteria such as a high school diploma or a GED certificate. Consideration is also given to the fact that the completion of vocational training near the end of the term assures current knowledge and skill, and provides the newly released person a better chance at a job.

Vocational education training programs in operation in 1989-90 had a monthly average enrollment of 1,057 or nine percent of the total monthly available population. Most vocational programs have waiting lists. The agency sees a need to double the vocational program training capacity, which would eliminate the waiting lists. A major problem delaying this expansion is the lack of space in which the programs could be taught. Funds are available to hire instructors and $150,000 has been designated to upgrade equipment in existing programs, but no additional classroom space is available. The Governor's Commission on Prison Overcrowding, which has met over the last three years, has suggested that the system not build any more bed space without education program space. A possible solution to the program space shortage may come about as a follow-up of a pilot program at the St. Brides facility in Chesapeake where inmates have constructed a building to be used to house a vocational education program.

One hundred and five individuals are employed as vocational education instructors in Virginia correctional institutions. The normal student/teacher ratio in a vocational training program is twelve to one. All instructors are state certified. Additionally, instructors are provided forty hours of in-service security training for situations unique to correctional education. Instructors are given a week of release time three times a year in order to visit local business and industry for up-to-date skills and equipment exposure or to attend in-service courses and industry seminars. Vocational education curricula are developed through a combination of using a sample of an established vocational education curriculum as a guide, drawing on the instructor's knowledge and securing input form local industry in nearby communities.

Unique needs and conditions are inherent in providing access to quality vocational education programs for the incarcerated population. A major underlying consideration in the area of correctional education which must be understood is that education is not the primary concern of the institution. Security must be the foremost concern and education must take second place.

COMMUNITY-BASED ORGANIZATIONS

Three projects received financial support for programs and services provided to students through the cooperative venture of an educational institution and a community-based organization. One project assisted disabled students and postgraduates to establish

independent living through transitional support from an independent living center. The curriculum resulting from this project will be the basis for a statewide model to be available for high schools. Another project served limited English proficient students through bilingual vocational training, English as a second language, and training in independent living and job readiness skills. Career and supportive counseling services were also provided. The third project provided outreach services to out-of-school economically disadvantaged youth ages sixteen to twenty-one. Entrance into vocational education, employment, or other education and training was the goal for each individual served. One hundred forty-three persons were served in the three projects. The projects were also successful in building coalitions between schools and organizations with mutual concerns.

CONSUMER AND HOMEMAKING EDUCATION

Consumer and homemaking education contributes to the preparation of youth and adults for the occupation of homemaking. The curriculum emphasizes individual and family life and enhances employability. Efforts during the two-year period highlighted a move to new and innovative programs. A model middle school program, child development and parenting for at-risk pregnant students and teen parents, integrating computers in classroom instruction, and further field testing of a child development course for gifted students were undertaken.

Enrollments	1988-89	1989-90
Secondary	91,024	94,660

Twelve teachers received leadership training through a peer mentoring project and coordination with community colleges was underway for developing a "2+2" format program. Financial support was also provided to the Virginia Community College System to support work and family projects being implemented by community colleges.

PROGRAM IMPROVEMENT

The Carl D. Perkins Act provides basic grant funds in two parts. One focuses attention on serving target populations through quality vocational education. The other part supports program improvement, innovation, and the expansion of vocational education. Funds for improvement activities are administered at the state level and provide support for many of the initiatives included in the state plan for vocational education. The following descriptions highlight program improvement activities during 1988-89 and 1989-90.

Career guidance and counseling activities were influenced by recommendations in a study of secondary vocational education conducted by the Department of Planning and Budget. A task force of guidance counselors and state education personnel identified inservice priorities and strategies to improve guidance and counseling services and expand communication between vocational and guidance personnel. These initiatives were incorporated within a workshop program labeled "Challenge 2000." Thirty-three school divisions

participated in a June, 1990, workshop on ways to improve student performance through integrating academic and vocational education. Teams of teachers, counselors, and administrators from each school division will lead the implementation of this interdisciplinary approach. Two additional workshops are scheduled for 1991. Additionally, ten assessment centers were supported to improve vocational guidance and counseling services for middle and high school students.

Personnel development activities involved preservice and inservice preparation for vocational teachers. More than 900 individuals were in undergraduate preservice programs each year, and graduate student enrollments exceeded 330. Two hundred twenty-nine completed teacher preparation programs in 1988-89 and 168 in 1989-90. Inservice staff development was provided through state and regional workshops. The cumulative participant total was approximately 10,000 each year.

Sixty-four curriculum guides were developed or updated during the two-year period. Twelve additional guides were partially completed. Three technical committees for building trades, practical nursing, and geriatric aide/home health aide were established in 1988-89. Four additional committees in 1989-90 started work on food occupations, international marketing, psychiatric aide, and artificial intelligence curriculum guides. The technical committees identified and validated competency/task lists for use in constructing curriculum guides.

Coordination between high school and community college vocational-technical education programs was expanded through an articulation plan with twenty-eight initiatives. Accomplishments include a dual enrollment plan, jointly sponsored professional development activities, eight models for cooperative ventures, an updated study of program articulation agreements, and new "2+2" curriculum projects.

A marketing initiative for vocational education started in 1987 with the development of a promotional package to help school divisions target parents and students. One objective was to improve perceptions about vocational education. In 1988-89 a public relations handbook and companion video describing how to prepare press releases, create news stories, and hold special events was provided to vocational administrators. During 1989-90 the target audiences were expanded to include business and industry, guidance counselors, parents, and students. A brochure for business and industry with companion video was included in a promotional package distributed to vocational administrators. An analysis of measured newspaper space and radio/television time indicated a return of three dollars in publicity for every dollar invested in the marketing program.

Seven project grants were approved in 1988-89 for the development of gifted and technical arts programs. One hundred seven students participated in these programs during the summer of 1989. Plans were also developed for establishing a Governor's school for the technical arts. Virginia Polytechnic Institute and State University was selected for the project-site and fifty students were enrolled during the summer of 1990. Another one hundred sixty-seven students were in school division programs.

Reimbursement to school divisions to assist with the purchase of new and replacement equipment continued to represent the largest category of expenditure from program improvement funds. More than $3.6 million of federal and state funds were reimbursed each year. Requests continued to exceed available resources. In 1988-89, approximately twenty-two percent of the total amount requested was approved. This percentage dropped to nineteen percent in 1989-90.

The Virginia Occupational Information Coordinating Committee continued to provide career development products and services through the Virginia View information system and related activities. Labor market demand, supply, and wage information was provided through the Virginia Occupational Information System. Federal vocational education funds have been an important part of the support of this multi-agency initiative.

ANALYSIS OF VOCATIONAL EDUCATION ADVISORY COUNCIL REPORTS

A report on vocational education advisory councils is provided annually by school divisions. The information includes a profile of members, number of meetings, percent of attendance, activities, recommendations, and the identification of technical assistance needed.

Membership Profile*	1988-89	1989-90
Business Representatives	688	576
Industry Representatives	336	298
Labor Representatives	230	208
General Public Representatives	537	441
Total Members	1,791	1,523

Females represent one-third of the membership and one-fifth are minorities.

Business, industry, and labor representatives comprise seventy percent of the council membership.

* Information from 132 reports in 1988-89 and 118 reports in 1989-90

Meetings Per Year	1988-89	1989-90
Five or more	20%	27%
Three or four	54%	45%
One or two	26%	28%

Over half of the councils averaged more than seventy percent attendance by members each year. Less than one-fifth had attendance below sixty percent.

Two-thirds of the councils submit an annual report to the school board. Eighty percent present reports to administrative representatives of the school division. Recommendations are made to the school board by three-fourths of the advisory councils.

Council recommendations most often related to expanding program offerings, acquiring new or replacement equipment, and modifying curriculum content. Each year the recommendations covered more than forty different topics.

Major activities conducted by councils involved sponsoring job fairs, career days, or job opportunity conventions; participating in local planning; reviewing program plans and evaluation results; and validating curriculum competencies.

One question on the report form asks councils to identify assistance needed in the operation of the council. Identifying labor market needs, assessing the relevance of programs, methods for program evaluation, and revitalizing the advisory council were listed most often.

Information is also reported on vocational education craft or program advisory committees. More than 1,000 committees with membership in excess of 5,500 persons are involved at this level. Another 5,000 individuals serve on occupational-technical committees in community colleges. When the membership of these committees is combined with councils it totals 12,000 persons involved with vocational-technical education in some advisory capacity.

REVIEW OF DISTRIBUTION AND EXPENDITURE OF CARL D. PERKINS ACT FUNDS

The federal grant award provides funds to support Title II and Title III of the Carl D. Perkins Vocational Education Act. Title II is identified as the basic grant. Federal provisions allow the balance of unexpended funds in a fiscal year to be carried forward for expenditure in the following fiscal year. Carryover balances must be expended consistent with setaside requirements and other provisions of the Act.

Federal expenditures for state administration cannot exceed seven percent of the basic grant. At least $60,000 of administration funds must be expended for a gender equity unit. The remainder of the basic grant is to be expended consistent with setaside requirements in Title II, Part A, and program improvement services and activities identified in Title II, PartB. Expenditures for guidance and counseling services must be no less than FY 1984 expenditures for such activities.

All of the handicapped and disadvantaged setasides must be distributed to local educational agencies by a formula. These entitlements may be used to pay up to fifty percent of the excess costs for programs, services, and activities for handicapped and disadvantaged students.

ALLOCATION AND EXPENDITURE OF 1988-89 FEDERAL FUNDS

Category	Allocation*	Expenditure
State Administration	$ 1,655,376	$ 896,122
Gender Equity Unit	101,203	90,107
Title II-A		
Disadvantaged	4,503,668	4,072,753
Postsecondary/Adult	2,047,543	1,882,255
Handicapped	1,762,388	1,714,356
Corrections	207,894	192,400
Gender Equity	722,445	657,023
Single Parent/Homemaker	1,826,564	1,520,751
Title II-B		
Personnel Development	2,149,632	1,319,140
Program Improvement	5,606,522	4,373,117
Curriculum Development	1,014,026	530,230
Guidance And Counseling	1,053,432	569,551
Title III-A		
Community Based Organizations	188,317	129,278
Title III-B		
Consumer And Homemaking	885,256	658,482
Total	$23,724,266	$18,605,565

* Includes FY 1989 appropriation of $19,047,530 and $4,676,736 in carryover funds from FY 1988.

Source of information: Virginia Department of Education & U. S. Department of Education Financial Status Report for the period July 1, 1988, through June 30,1989.

ALLOCATION AND EXPENDITURE OF 1989-90 FEDERAL FUNDS

Category	Allocation *	Expenditure
State Administration	$ 1,783,487	$ 1,050,996
Gender Equity Unit	103,022	97,792
Title II-A		
Disadvantaged	4,277,942	3,914,384
Postsecondary/Adult	2,263,667	2,107,511
Handicapped	1,796,681	1,763,283
Corrections	190,362	81,986
Gender Equity	677,449	644,993
Single Parent/Homemaker	1,792,165	1,637,312
Title II-B		
Personnel Development	2,475,492	1,381,049
Program Improvement	5,882,598	4,498,026
Curriculum Development	1,168,796	519,544
Guidance And Counseling	1,023,881	588,512
Title III-A		
Community Based Organizations	261,269	131,372
Title III-B		
Consumer And Homemaking	994,853	946,258
Total	$24,691,664	$19,363,018

* Includes FY 1990 appropriation of $19,572,964 and $5,118,700 in carryover funds from FY 1989.

Source of information: Virginia Department of Education & U. S. Department of Education Financial Status Report for the period July 1,1989, through June 30, 1990.

Title III, Part A, provides grants for vocational education programs conducted cooperatively by local educational agencies and community-based organizations. Title III, Part B, supports consumer and homemaking education programs and services. At least one-third of the grants from these funds must be distributed to economically depressed areas.

Not less than eighty percent of the total basic grant must be distributed to local recipients. At least fifty-one percent of the state's distribution must go to local recipients in economically depressed areas of the state. An overall non-federal match is required for Title II, Part B, expenditures. The state must also maintain fiscal efforts so federal funds do not supplant non-federal funds.

The analysis of the distribution of federal funds identifies the basic grant, Title II of the Act, for 1988-89 was $20,894,114 or eighty-eight percent of available funds. Secondary programs received sixty-two percent and postsecondary/adult programs were allocated ten percent. Single parent/displaced homemakers projects, conducted predominently by the community colleges, represented approximately nine percent. Other state agencies and institutions receive nineteen percent of the basic grant for preparing teachers, serving handicapped youth and adults, and the incarcerated. The basic grant in 1989-90 was eighty-seven percent of available federal funds. Secondary received sixty-five percent, postsecondary/adult eleven percent, single parent/displaced homemakers eight percent, and other state agencies and institutions sixteen percent.

D. SUMMARY

The vocational education delivery system has directed its resources toward achieving the purposes of the Carl D. Perkins Vocational Education Act. Significant progress has been made in coordinating secondary and postsecondary programs, developing "2+2" tech-prep initiatives, integrating academic and vocational curricula, serving target populations, and improving the quality of programs and services.

Responses to findings in a study of secondary vocational education resulted in a plan to restructure vocational education. This evolved into a plan to improve general and vocational education. Elements of the plan, such as the "Challenge 2000" workshop to integrate curricula were implemented, although the plan itself was not formally adopted. As the dialogue on restructuring education continues, vocational education is in position to respond positively to concepts under consideration.

E. RECOMMENDATIONS

The council annually makes recommendations to the Virginia Board of Education in its role as the state board of vocational education. Recommendation topics are taken from issues and concerns identified in council meetings, public meetings, program visits, analysis of reports, studies, and other activities conducted throughout the state.

1991 RECOMMENDATIONS

1. Advanced Technology Program Of Studies

The council recommends the general and vocational education curricula be integerated to create an advanced technology program of studies that prepares students for the dual purpose of further education and employment after high school.

During the past year, the council has become more convinced of the need to revise and improve the high school curriculum through the integration of general and vocational education. The general curriculum establishes minimum course requirements and allows maximum electives that can result in a disconnected sampling of subjects. Units of credit required to graduate are met, but the course selections may neither prepare the student sufficiently for further education or career oriented employment. Students incorporating a vocational program often enhance their employment options. Unfortunately, this may be a limited advantage unless their course selections include a sequence of related vocational and academic courses. The general curriculum, if used wisely, can create a meaningful program of studies, but too often this is the exception.

A 1990 recommendation of the council supported the adoption of an implementation plan and a timetable for the integration of vocational and academic studies. Since then, new proposals to restructure education have surfaced. The council believes the content in the plan to improve general and vocational education in the high schools includes approaches that should be incorporated within any restructuring proposal.

2. Coordination Of High School And Community College Vocational Education

The council recommends that coordination of high school and community college vocational-technical education programs continue to receive priority emphasis in state vocational education leadership initiatives.

Projections indicate most jobs in the future will not require baccalaureate degree preparation, but education and training beyond high school will be a prerequisite for the better jobs. This analysis establishes the necessity for the full coordination of secondary and postsecondary vocational-technical education. Concepts such as tech-prep "2+2" programs, articulated programs based on occupational competencies, dual enrollments, apprenticeship training, and transfer of credit between public and private institutions are critical components of such a system.

3. Coordination Between Vocational Education And JTPA

The council recommends a plan be developed for enhancing state and local level coordination between vocational education and JTPA.

Vocational coordination efforts with JTPA have included activities in the state plan cooperative agreement and initiatives of the Employment Training Service. A review of actions taken related to the cooperative agreement reveals some items received limited or no attention.

The council believes there is a need to place additional emphasis on coordination with JTPA. Items in the cooperative agreement should be reviewed to assure they can be accomplished and that they contribute to enhanced and expanded coordination results. Consideration should be given to requiring a JTPA coordination objective in the local vocational planning document. An individual or work group should be identified to achieve the activities in the coordination agreement, and look for ways to establish improved communication between the two programs. The Employment Training Service should be involved because of its contacts with education personnel and SDA representatives through JTPA education coordination grant activities.

1990 RECOMMENDATIONS

1. Integrating Academics And Vocational Education

The council recommends that an implementation plan and timetable for the integration of vocational and academic studies be established by July 1, 1990, to communicate the Virginia Board of Education's intent to improve general education in the high schools.

Improving the academic foundations of students is one of the major purposes of current federal vocational education legislation. The integration of academic and vocational education is identified as a priority in proposed reauthorizing legislation, and the concept is generating substantial support across the country. The Virginia Board of Education, through its Vocational Policy and Program Committee, began in the 1988-89 school year to determine needed changes in vocational education. This later evolved into a comprehensive plan to improve general and vocational education in the high schools.

Several initiatives implemented through the Department of Education over the past several years support the integration of academics and vocational education. A committee on strengthening the teaching of basic skills by all secondary level teachers identified four basic skills groups in communication, thinking, personal development, and technology. The role of school divisions and school boards to help insure students acquire these skills was emphasized in a publication on strengthening the basics. Two demonstration sites were established to use instructional materials developed by the National Center for Research in Vocational Education then located at Ohio State University. National and regional consortia

developed instructional materials in applied communication, applied mathematics, and applied physics. Utilization of these materials is underway in a number of school divisions. Three pilot projects were established as part of the Southern Regional Education Board (SREB) vocational education consortium. Reports of progress have been very positive and new working relationships among teachers are developing at these pilot sites. An employability skills guide for use in all vocational programs was also developed and disseminated. The 1990-91 and 1991-92 state vocational education plan includes additional initiatives. Membership in the SREB consortium, developmental support of the second level in applied mathematics, expanded number of sites using applied instructional materials, and support for the National Assessment of Education Progress (NAEP) testing at pilot sites, are among the activities included in the two-year plan. These initiatives, and other related efforts, along with the research conducted for the restructuring platform provide a knowledge base and experience that will have a continuing value as integrating vocational and academic studies moves forward.

The Virginia goal, in the draft paper on improving general and vocational education in the high schools, identified the year 2000 as the date by which significant gains will be achieved in mathematics, science, and communication competencies. This goal for high school graduates from the general and vocational curriculum translates into the need for action by the Board to set a direction and begin implementation.

The council recognizes the earlier platform for restructuring vocational education included a chronology of events. The activity components still may be appropriate. Restructuring the relationship between general and vocational education in high schools will take time. Reshaping entrenched attitudes and behaviors will not happen in one or two years. Six years may be a realistic minimum time frame in which to achieve this. Graduates in the year 2000 will begin the ninth grade in 1996.

The council believes a plan to improve general and vocational education in high schools is the right action at the right time. The next step for the Board is to establish a plan of action, develop a timetable for implementation, and communicate a clear message of intent to follow-through with this significant educational reform. The council supports such actions through this recommendation and offers its assistance where appropriate.

2. Equipment Reimbursement Process

The council recommends the process for allocating funds for vocational education equipment be revised to include priority components or criteria for school divisions to use when requesting such assistance in the local vocational education application.

The need for new and replacement equipment in secondary vocational-technical education programs continues to be an issue of concern. Demand far exceeds available resources. Federal program improvement funds, through the Carl D. Perkins Vocational Education Act, and local funds are used to support equipment acquisitions. In the past several

years, some state general fund appropriations have also been earmarked for vocational education equipment. During the current year, $3.5 million in federal and state funds have been distributed to meet school division requests which totaled nearly $19 million. The approximately nineteen percent approval rate this year compares with a twenty-two percent rate to meet the requests submitted by school divisions in annual applications for 1988-89. These school division requests are based on needs identified locally and are consistent with state approved lists of eligible equipment in each program area.

Given the level of requests in relation to available funds, the local application approval process each year results in a prorated amount of equipment funds allocated to school divisions. This percentage has decreased over the past six to eight years. The council believes changes in the equipment request/approval process could result in an improved way of distributing these limited resources. A new approach could assure a more meaningful level of support to school divisions with greater needs in a particular year or for programs identified by the state as priority instructional areas. The application process might include equipment priority components or criteria to determine the type equipment eligible for reimbursement in a given year. For example, preference might be given to programs related to occupations in high demand in the labor market and special consideration could be allowed for new programs. Reimbursement might be limited to items costing more than an identified amount such as three hundred dollars; funds could be targeted to school divisions with the least ability to provide local funds; alternate years in which school divisions may request certain equipment are other possibilities. The priorities should be established in consultation with representation from school divisions and be related to statewide objectives for vocational education when appropriate. It might be decided that half or two-thirds of the equipment funds would be allocated using priorities with the remainder distributed in a more general way. The objective of any priority components or criteria should be to assist in utilizing limited resources in the most effective way to promote high quality vocational programs.

The council is aware that reauthorized federal vocational legislation could have significant impact on this issue. Pending reauthorization of the Carl D. Perkins Act incorporates allocation requirements that will distribute a substantial portion of the state grant to school divisions and postsecondary institutions. Decisions about the use of these funds will be made locally. If this becomes a part of the new federal law, funds available for equipment reimbursement at the state level will be greatly diminished or possibly nonexistent, except for the state general fund appropriation. If this happens, it is important that any funds available for equipment be allocated through a priority-based system.

JTPA DELIVERY SYSTEM
UNDER THE
JOB TRAINING PARTNERSHIP ACT

A. PURPOSE

The purpose of the Job Training Partnership Act is to prepare youth and unskilled adults for entry into the labor force, and to provide job training to economically disadvantaged individuals and others facing serious barriers to employment. The Act also provides employment and training services for dislocated and older workers. Native Americans, veterans, and migrant and seasonal farm workers receive services through statewide grants administered at the federal level.

Other provisions of the law may also be viewed as purposes. These include: employment and training is provided for those who can benefit from and are in most need of the opportunities; programs should contribute toward upward mobility, new careers, and overcoming gender stereotyping in occupations traditional for the other sex; emphasis on private sector involvement through private industry councils; coordination efforts among public agencies and organizations providing job training; and performance standards to measure the productivity of the investment in JTPA.

B. DELIVERY SYSTEMS

Virginia has fourteen service delivery areas (SDAs). A listing of counties and cities in each SDA is included in the Appendix.

1. SDA - One, Inc.
2. New River/Mount Rogers Employment and Training Consorium
3. Fifth District Employment and Training Consortium
4. Shenandoah Valley Service Delivery Area
5. Northern Virginia Manpower Consortium
6. Alexandria/Arlington Job Training Consortium
7. Piedmont Job Training Administration
8. Central Piedmont Employment Consortium
9. South Central Employment and Training Consortium
10. Job and Training Assistance Programs
11. Capital Area Training Consortium
12. Bay Consortium Private Industry Council, Inc.
13. Job Training Service
14. Southeastern Virginia Job Training Administration

Private industry councils (PICs) in cooperation with local government determine how the JTPA programs will operate in each SDA. A majority of the membership of these councils is from the private sector. Representatives of educational agencies, organized labor, rehabilitation agencies, economic development agencies, and community-based organizations comprise the remainder of the membership.

At the state level, the Governor's Job Training Coordinating Council (GJTCC) advises on delivery of services, performance standards, coordination, and other issues related to job training. The Governor's Employment and Training Department (GETD) is the agency responsible for oversight of the JTPA program.

Approximately 100 different service providing contractors are utilized by SDAs to deliver assessment, counseling, occupational skills training, on-the-job training, basic education, work experience, employability development, job search, and job development services.

C. REVIEW OF JTPA

PARTICIPANTS SERVED

The JTPA delivery system served 14,803 individuals in 1988-89 and 13,564 in 1989-90 in programs under Title II-A of the Act. More than fifty percent were placed into unsubsidized employment in 1988-89. Forty-seven percent achieved this type placement in 1989-90.

Training plans and implementation strategies take into account the requirement of providing equitable services among various segments of the eligible population. Diversity in the geographic regions served by the SDAs creates some problems in serving certain population groups. Meeting target levels for dropouts and welfare clients have been difficult for some. Transportation and child care services availability are factors that impact on the ability to serve some clients. Most SDAs see two to three times the number of individuals they are able to serve.

Characteristics of 13,564 Title II-A Participants
Program Year 1989 (July 1, 1989 - June 30, 1990)

Male	39.9%
Female	60.1%
14-21 Years	45.3%
22-54 Years	53.4%
55 Years or More	1.3%
Black	47.1%
White	49.9%
Other	3.0%

Characteristics of Title II-A Participants, Continued

High School Graduate or More	43.5%
School Dropout	35.3%
In-School	21.2%
Unemployed	61.5%
Not in Labor Force	27.5%
Employed	10.9%
Foods Stamp Recipient	41.2%
Single Head of Household	29.4%
Aid for Dependent Children	25.0%
Handicapped/Disabled	20.9%
Offender	17.1%

TRAINING PROGRAMS AND SERVICES

Services provided to JTPA participants include:

- On-the-job training at the worksite provided by an employer who may receive a wage reimbursement that does not exceed fifty percent of the wage;
- Occupational skills training provided in a classroom environment or at a worksite that is directly related to a specific occupation;
- Customized skills training is provided with a commitment by an employer or group of employers to hire an individual upon successful completion of the training;
- Work experience is a short term or part-time work assignment less than a six-months duration and is combined with an education or training program;
- Basic education is instruction designed to enhance basic or remedial math, reading, and general education skills;
- Job search assistance is a planned program to help participants find jobs on their own;
- Employability development is a program of activities designed to enhance employability; and
- Exemplary youth services go beyond regular youth programs under Title II-A to provide activities such as school-to-work transition and entry employment experiences.

Title II-A Terminees*	1988-89	1989-90
On-the-job training	18.4%	17.7%
Occupational skills training	25.5%	31.6%
Customized skills training	6.4%	4.0%
Work experience	1.9%	1.0%
Basic education	3.5%	5.0%
Job search	19.0%	18.6%
Employability development	10.9%	9.3%
Exemplary youth	14.4%	12.8%

*Multiple services are provided terminees. Percentages represent primary services only.

PROGRAM PERFORMANCE

During the two-year period under review, there were changes in performance standards through U.S. Department of Labor directives. In 1988-89 a standard for youth employability enhancement rate was added to the existing seven standards. The following year, the number of performance standards was increased from eight to twelve. States were given the opportunity to select eight of the twelve measures to use for determining performance, providing incentives, and imposing sanctions.

Virginia SDAs performed well during the two-year period by exceeding all national standards in 1989-90. Performance in 1988-89 exceeded national standards except for the average wage at placement for adults which was ninety-seven percent of the national standard wage.

1988-89 Performance Standards	Virginia	National
Adult:		
Entered employment rate	74.7%	68%
Welfare entered employment rate	65.5%	56%
Cost per entered employment	$2,405	$4,500
Average wage at placement	$4.79	$4.95
Youth:		
Entered employment rate	48.5%	45%
Employability enhancement rate	54.9%	30%
Positive termination rate	83.0%	75%
Cost per positive termination	$2,135	$4,900

1989-90 Performance Standards	Virginia	National
Adult:		
Entered employment rate	73.7%	68%
Follow-up employment rate	63.2%	60%
Welfare follow-up employment rate	50.3%	50%
Follow-up weekly earnings	$193	$177
Cost per entered employment	$2,757	$4,500
Youth:		
Entered employment rate	47.7%	45%
Employability enhancement rate	50.2%	30%
Cost per positive termination	$2,506	$4,900

RESOURCE ALLOCATION

Federal Allocation	1988-89	1989-90
Title II		
SDA Administered Funds:		
Regular adult/youth (78% II-A)	$22,067,381	$19,856,327
Summer Youth (100% II-B)	9,821,583	10,590,742
State Administered Funds:		
Older Workers Program (3%)	848,745	763,705
Education Coordination (8%)	2,263,321	2,036,546
Program Administration (5%)	1,414,576	1,272,842
Incentive Grants/Technical Assistance (6%)	1,897,491	1,527,410
Title III		
Dislocated Worker Program	2,950,488	2,600,532
Total	$41,263,585	$38,648,104

STATE INITIATIVES

The Governor's Employment Training Department in cooperation with the Department of Social Services (DSS) developed a program for reducing dependency on welfare assistance through training. Five pilot project sites in Abingdon, Roanoke, Charlottesville, Chesapeake, and Fairfax were selected through a request for proposal process. A state appropriation of $750,000 supported the initiative. Local social service agencies and SDAs coordinated services and sought other agency and organization involvement. School divisions provided adult basic education and GED preparatory classes at most project sites. The

fifteen month program served one hundred sixty-nine clients. Eighty-five percent were welfare clients and more than half had limited work experience. Thirty-seven were employed when they left the programs, forty-six received GED certificates and monthly aid for dependent children payments were reduced $214 for one-fourth of the participants.

Summer youth employment and training institutes held each year served approximately three hundred fifty persons aged fourteen to twenty. Participant experiences included public speaking, career planning, and personal skill building. Motivational speakers and opportunities to interact with representatives of businesses and educational institutions were available throughout the program. One unique feature of the GJTCC, GED, and DSS jointly sponsored institute is the widespread support from the business sector. Scholarship funds are donated by a corporate sponsor. Additional support is provided by business or organization sponsorship of participant planning teams as well as scholarship contributions.

Welfare reform legislation in 1988 established a new and expanded role for JTPA in the Federal Family Welfare Reform Act. Assurances are required that program activities under this legislation are coordinated with JTPA and other relevant programs. Initiatives begun in 1986 by a coordination work group from the GETD and DSS have resulted in new levels of state and local cooperation. A series of regional coordination workshops were conducted, pilot testing of a standard client referral form, and training for administrators and staff of both programs was planned.

A private sector mentorship program was established in 1988-89. The purpose of the program is to involve businesses in the hiring of youth from summer programs. A mentor is assigned to each youth to provide career counseling and guidance, encouragement to establish personal goals, and explore the inner workings of the business. More than twenty-five businesses participated in the first year of the program.

EDUCATION COORDINATION GRANT

Education coordination funds represent eight percent of the Title II-A federal allocation. The Virginia Department of Education is responsible for the administration of this portion of the JTPA program.

Eighty percent of the funds must be used to provide education and training programs and services. Literacy training for youth and adults, dropout prevention and re-enrollment services for youth, priority for youth at risk of becoming dropouts, and school-to-work transition through cooperative agreements with SDAs are required. Twenty percent of the funds are used to facilitate coordination of education and training services through cooperative agreements and for other state level services. The other services include providing:

- ✦ Computer assisted instruction programs to teach basic skills and GED preparation to in-school youth, out-of-school youth, and adults;

- ✦ Incentives for JTPA program operatives to initiate computer assisted instruction;

- ✦ Computer assisted instruction training to JTPA basic skills and GED instructors;
- ✦ Inservice training for all JTPA instructors, counselors and administrators; and
- ✦ Inservice training in the use of a computerized assessment system.

The Employment Training Service (ETS) in the Department of Education notifies each SDA of funds assigned from the eight percent grant and provides guidelines for use of the funds. State education grant funds require a dollar for dollar match from non-JTPA funds. Education and training services may include:

- ✦ Institutional occupational skills training;
- ✦ Basic skills training as part of institutional occupational skills training or as a prerequisite to employment or occupational skills training;
- ✦ GED preparation where a high school education is prerequisite to employment;
- ✦ Alternative education programs;
- ✦ Vocational exploration as a prerequisite to entering occupational skills training;
- ✦ English as a second language;
- ✦ Employability skills; and
- ✦ Outreach, intake, assessment, counseling, job development and placement, and certification of eligibility for individuals enrolled in programs supported by state education grant funds.

D. SUMMARY

The Job Training Partnership Act delivery system is achieving the purposes of the Act. Program performance by the fourteen Service Delivery Areas reflects a high level of accomplishment when compared to national standards. The combined efforts of the Governor's Job Training Coordinating Council, Governor's Employment and Training Department, and the Private Industry Councils and administrators in the SDAs are responsible for these accomplishments.

Responsiveness in dealing with needed change has been a highlight of state and SDA performance. This has been the case when adjusting to new directives from the federal level or actions initiated to improve programmatic and administrative procedures throughout the JTPA delivery system.

COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

A. STATE LEVEL COOPERATIVE AGREEMENT

The Carl D. Perkins Vocational Education Act and the Job Training Partnership Act include provisions for coordination of services between programs provided under each Act. A cooperative agreement describing actions by the Virginia Board of Education, Department of Education, Governor's Job Training Coordinating Council, and Governor's Employment and Training Department has been established for each vocational education state plan period. Staff representatives from the Department of Education and GETD indicate most of the activities in the 1988-1990 agreement received attention. The activities involved jointly sponsored functions, exchange of information including a review of state plans, and initiatives to encourage coordination at local and regional levels. A summer youth institute, fourteen cooperatively planned regional coordination workshops, and the incorporation of provisions in local planning documents that assure program information and opportunities are exchanged were highly successful ventures. Two provisions in the agreement related to adult training and retraining under Title III, Part C of the Perkins Act were not applicable. Federal funds have not been appropriated for this part throughout the existence of the Act. A listing of the action items in the cooperative agreement for fiscal years 1989 and 1990 is included in the Appendix.

B. COORDINATION

The issue of coordination for vocational education and JTPA is more broadly based than just initiatives between the two programs. Efforts by the GJTCC and GETD have been significant in promoting coordination of JTPA with social service agencies, dislocated worker programs, education, literacy initiatives, and correctional education. Vocational education has made substantial progress in coordinating secondary and postsecondary programs; integrating academics and vocational curricula, and expanding coordinated services with JTPA and other agencies through displaced homemaker, teenage parent, correctional, handicapped, and community-based vocational programs.

In 1986, the council and GJTCC jointly conducted a survey on coordination at local and regional levels among a variety of agencies. It was noted that the factors most frequently contributing to a high level of coordination reflect the important role of effective personal relationships between staff of the agencies and organizations. A lack of communication was noted as the factor which most inhibits coordination. Two years later, the importance of communication in developing working relationships was reinforced in interviews with SDA administrators. The council believes a key to effective program coordination is a continuing dialogue among individuals at all levels.

Coordination criteria has been established by the GJTCC for Service Delivery Areas. Each SDA is asked to develop a coordination plan that becomes a component in their job training plan. The content incorporates the identification of barriers to coordination in the region and strategies to overcome them. An objective is included to strengthen coordination with an agency identified by the SDA. Recent coordination achievements are also to be a part of the plan. All public educational agencies are to be included on the SDA bidders list, and a listing of all funded programs is to be shared with agencies involved in training and related services. Semi-annual reports on progress in achieving objectives in the coordination plan are sent to the GJTCC.

The local vocational education planning document requires a description of coordination with programs conducted under JTPA to avoid unnecessary duplication of services. Each plan must also include an assurance that the Private Industry Council has been notified and provided an opportunity to review and comment on the plan before it is submitted to the Virginia Department of Education.

State education coordination grant funds support education and training, and facilitate coordination between JTPA and education. The Employment and Training Service (ETS) in the Department of Education has the opportunity to have regular contact with SDA administrators and representatives in school divisions, community colleges, and other service providers. In this capacity, ETS and the Department of Education:

- ✦ Assisted with the summer youth institute. Education funds provided financial support in the first year. An ETS staff member and work group member coordinated the education fair involving colleges, universities, private career schools, and other postsecondary institutions.

- ✦ Assisted the GETD with the development of on-site program review and evaluation standards. The draft plan was presented to service providers in the 1990 JTPA contractors' conference.

- ✦ Participated in meetings with the Department of Social Services to discuss coordination with JTPA, education, and other related programs under the Family Support Act of 1988.

- ✦ Conducted an assessment workshop for vocational education administrators in 1988 on the use of APTICOM, a computerized assessment system.

- ✦ Conducted a workshop for vocational education administrators in 1989 on the integration of JTPA in-school youth programs with other educational programs in school divisions.

C. SUMMARY

There are many coordination activities between vocational education and JTPA in school divisions, community colleges, correctional institutions, and service delivery areas. Initiatives undertaken by the GJTCC to bring about coordination have been significant. These efforts have been broadly based, but include a focus that emphasizes coordination with education beyond the agreement in the vocational plan. The required SDA coordination plan and state level coordination criteria establish a structured approach to influencing coordination throughout the JTPA delivery system.

The cooperative agreement in the state plan represents the state coordination initiatives from vocational education. Requirements in the local planning document provide for a description of coordination with JTPA programs, and an opportunity for SDA review of the local plan. With the exception of the Employment Training Service administration of the education coordination grant, there are few action oriented efforts to improve or expand coordination between vocational education and JTPA. A recommendation on enhancing vocational education efforts is included on page 15.

Coordination is not an easily achieved outcome. It requires specific efforts to forge new working relationships and create dynamic results. There are real obstacles to overcome. Education has been reluctant to agree to performance based contracts. Placement standards influence this. Sub-contracts through JTPA contractors have provided access to the vocational-technical education system. The greatest obstacle may be the lack of continuing communication between the representatives from each program. Excellent examples of coordination exist, but ongoing initiatives from JTPA and vocational education are needed to maintain and expand these endeavors.

COUNCIL ACTIVITIES

A. PUBLIC MEETINGS AND VOCATIONAL PROGRAM VISITS

The council holds at least one public meeting each fiscal year to provide a forum for citizens of Virginia to suggest improvements in vocational-technical education. These meetings are scheduled in different parts of the state to assure the council hears regional views over a multi-year period. In May, 1989, a public meeting was held at New Horizons Technical Center in Hampton. Sixty people attended the meeting and twenty individuals presented remarks. The public meeting in November, 1989, was held on the John H. Daniel Campus of Southside Virginia Community College in Keysville. Fifty-five persons attended the public meeting and eighteen presented remarks to the council. Public meetings have been a useful strategy for identifying issues related to vocational education. Remarks at each public meeting are recorded and transcribed. Copies of the full proceedings are available upon request.

Program visits were made in two areas of the state. In October, 1988, teams of council members visited vocational-technical programs in Botetourt County Schools, Dabney S. Lancaster Community College, and Jackson River Vocational Center. A plant tour of Westvaco Corporation in Covington was coordinated with the program visits. Members saw how paper is made using the world's largest machine producing bleached board. The council's May, 1990, meeting included visits to Norton Public Schools, Mountain Empire Community College, and Wise County Schools.

B. STATE PLAN CONSULTATION

During the development of the fiscal year 1991 and 1992 state vocational education plan, the council presented a list of activities for inclusion in the plan. The activities related to content in previous council recommendations, the purposes of the Perkins Act, and emerging issues in vocational education.

SUGGESTED STATE PLAN ACTIVITIES

1. Include an objective for secondary-postsecondary coordination of vocational-technical education and develop a plan of activities for the two-year period.

   - ✦ Expand the "2+2" program concept in at least five additional community college regions each year of the plan so every college has such a program underway by September 1991.

- ✦ Begin at least six additional "2+2" programs, during the biennium in colleges that already have one "2+2" program. This effort could focus on transferring existing "2+2" programs to another site or beginning new "2+2" programs.

- ✦ Develop a plan to serve adult training needs in high demand occupations that represents a coordinated effort between the public schools and community colleges.

2. Identify resources for use by public schools and community colleges for customized training for business and industry in cooperation with the Industrial Training Unit of the Department of Economic Development.

3. Identify funds for vocational administrations to participate in the economic development certification program personnel training seminars.

4. Establish a resource group from education, apprenticeship training, and employers to identify ways to link secondary vocational education and apprenticeship training.

5. Include an activity to explore the expansion of vocational education student organizations at the postsecondary level.

6. Include activities to coordinate vocational-technical programs with JPTA programs.

   - ✦ Identify the best examples of coordination between vocational-technical education in the public schools and community colleges and JTPA programs in each service delivery area and share these with vocational administrators statewide.

   - ✦ Establish an ongoing dialogue between vocational education administrators and JTPA personnel to explore opportunities for providing coordinated services.

   - ✦ Expand the role of the Employment Training Service to include responsibility for facilitating new coordinated ventures between vocational education and JTPA.

7. Include follow-through activities utilizing the vocational education marketing program products.

8. Include an activity for regional meetings to provide technical assistance to vocational education advisory councils. If this is scheduled during the 1989-90 school year it would not be needed in the 1990-92 plan. Other activities might be identified.

9. Implement a plan for transfer of credit between postsecondary institutions and private sector training sources beginning September 1, 1990.

10. Include inservice training activities for special and vocational education teachers, supervisors, and administrators to develop mutual understanding about students, programs, and services to expand and enhance the quality of services provided.

C. INNOVATIVE PROGRAMS

The council in meetings across the state and through program visits has become aware of and observed a number of vocational-technical education programs and activities that have exemplary characteristics. In the spring of 1989, it was decided the council would solicit a brief description of these programs and activities for dissemination to others. In November, a request was mailed to school divisions, community colleges and Job Training Partnership Act Service Delivery Areas. Fifty-three descriptive summaries of innovative programs were received from twenty-three school divisions, six community colleges and two Service Delivery Areas.

Of the fifty-three innovative programs and activities, twenty-eight related directly to program curricula and twenty-two involved a partnership with at least one other learning facility or business. One example is a program involving the development of an aviation curriculum which includes partnership components from a county school division, a community college, a private career school, an aviation business, the Virginia Air National Guard, the Virginia Aviation Department, the Virginia Department of Education and additional representation from the aviation industry. Other programs dealt with a wide range of partnerships including a cooperative effort between a school division and local dental offices in preparing students for careers in dental assisting and related dental occupations; an underwater technology program emphasizing cooperation and interaction between gifted academic students and technical students; and a travel marketing program involving a school division, a community college, and an international airport. Five of the innovative programs targeted "at risk" students, and nine programs included involvement with students beyond the normal school day in outside activities. Three school divisions conducted programs for vocational teachers and guidance counselors to provide practical experiences for updating vocational-technical knowledge in a workplace setting. A summary of the innovative programs and activities is available in a separate report.

D. BUSINESS AND INDUSTRY PARTNERSHIP AWARDS

1990 PARTNERSHIP AWARDS

ASAA TECHNOLOGIES, INC.

Nominated by Southwest Virginia Community College

The partnership provides technical training and human resource development for the company work force. At the request of the company, the college developed a customized pre-employment program. Training involves forty-five hours and includes technical skills and people skills. Upon full production 250 to 300 people will have completed training and be employed. Management believes increased productivity, less absenteeism, lower turnover rate and a better educated work force will occur as a result of the partnership.

CHESAPEAKE HEALTH DEPARTMENT

Nominated by Tidewater Community College, Chesapeake Campus

The partnership was established as a result of training needed for certification of food service managers required by a new city council ordinance. The college developed a one credit course and administers the certification exam. In addition to English, the exam is given in Italian, Japanese and Chinese. To date more than 600 people have attended the course. Eighty-two percent have successfully completed and received certification. The Food Service Management Certification program has given the restaurant community an improved level of knowledge and professionalism.

THE GOODYEAR TIRE AND RUBBER COMPANY (DANVILLE)

Nominated by Danville Community College

The partnership provides a comprehensive, long-range vocational-technical training program to help the company meet global competition through increased efficiency and productivity. As a result of this effort the company has a large group of highly trained maintenance mechanics, an innovative quality control function, over 200 personnel trained in the operation of micro-computers, and fifty-three electricians. For twenty years the company has served the college as a "live" laboratory for vocational-technical education.

NASA LANGLEY RESEARCH CENTER

Nominated by Thomas Nelson Community College

The apprentice training partnership began in 1972 and was designed out of a need by NASA for a better trained workforce. The program prepares students for employment in electronics technology and mechanical technology through course study and cooperative work experience. When a student graduates he has an associate degree, 1,040 work experience hours and is eligible to begin at the GS 4 pay grade. Approximately 600 students have been served since 1972. Ninety-eight percent of students completing the program have been converted to full time positions.

BERRYVILLE GRAPHICS, INC.

Nominated by Dowell J. Howard Vocational Center

The partnership promotes student interest in and knowledge of the printing industry and establishes a direct connection from school to employer for students entering the printing industry. By touring the facility, students are exposed to the company's computerized equipment and high quality standards. The high standards impress the students to do their best in the classroom. The company has donated money to the center's foundation to enhance the printing program. They come on campus to interview applicants resulting in the hiring of graduates for full-time employment.

GARDNER-DENVER DIVISION OF COOPER INDUSTRIES

Nominated by the School Divisions of Roanoke County, Botetourt County, Roanoke City, Salem City and Craig County

The partnership was initiated by the company with the five school divisions to provide discretionary funding to help improve and strengthen vocational education for high school students in automated manufacturing technology. The Roanoke area "2+2" project was selected to receive a $10,000 per year grant renewable for three years with the opportunity to compete for $25,000 at the end of each year. Funds are used for curriculum enrichment and technology, student incentives, or public outreach. The company has also participated in the secondary curriculum development and public relations phases of the "2+2" program.

HEALTH CARE CENTERS: BRISTOL REGIONAL MEDICAL CENTER, BRISTOL HEALTH CARE CENTER, BRISTOL NURSING HOME AND CAMBRIDGE HOUSE

Nominated by Bristol Public Schools

Health occupations students participate in a twenty-seven week clinical rotation at the medical center to learn the basic skills of each health career. The last nine weeks the students participate in all aspects of caring for the elderly at three local nursing homes, while learning the theory of geriatrics in the classroom. At the end of this training, the students can take an exam to qualify as Geriatric Nursing Assistants. Students are introduced to all health careers and allowed to make a career choice through the experience gained while working with professionals. The partnership also saves the health care facilities additional training costs.

JAMES H. HARRIS & ASSOCIATES, INC.

Nominated by Fauquier County Schools

The company initiated this partnership to assist students in drafting and trigonometry to understand real applications and to recognize students who excel on a timed problem using trigonometry skills. The winner is given a $100 scholarship. Sixteen students participated in the first "Trig-Star" test, and the number increased in the second year. Northern Virginia is in dire need of qualified land surveyors, and this partnership is a way of working with students in the drafting program and the math department to show them how trigonometry and drafting skills can earn them a successful living.

LYNCHBURG DENTAL SOCIETY

Nominated by Lynchburg City Schools

The partnership developed a dental assistant training program and expanded the vocational training opportunities for students interested in dental careers. It was in direct response to an identified growing shortage of dental assistants revealed in local and state labor market information. The two-year course provides classroom and clinical dental assistant training of necessary competencies and skills. A $20,000 donation made possible the building and equipping of a fully functioning dental training office and laboratory.

NEWPORT NEWS SHIPBUILDING
Nominated by New Horizons Technical Center

The partnership was established twenty years ago to help train the local workforce through the donation of human and material resources. It has evolved to include activities such as the company's donating equipment and metal, creating summer internships, conducting hiring seminars, hiring graduates, loaning the center a CAD consultant, sponsoring an instructor exchange program, participating as guest speakers for classes and sponsors for activities. The company has benefited from use of the school to train its employees in computer literacy.

SMYTH COUNTY COMMUNITY HOSPITAL
Nominated by Smyth County Vocational School

Through this joint effort the practical nursing program has provided skilled and professional LPNs to meet area health care needs for twenty-four years. The program facilitates classroom learning and practical experience, and has educated 346 graduates to date. The hospital assumes responsibility for clinical training, assists the school financially, and gives a reception for graduates. The school assists the hospital by changing schedules to accommodate hospital needs, helping with community screenings, and providing help for special needs of geriatric patients.

1989 PARTNERSHIP AWARDS

SURFACE MOUNT TECHNOLOGY TELECONFERENCE INDUSTRY PANELISTS E-SYSTEMS, E.I. CIRCUITS, GENERAL ELECTRIC, IBM-MANASSAS, ATLANTIC RESEARCH & AMTI, INC.
Nominated by Northern Virginia Community College, Annandale Campus

The partnership brought together panelists from six Virginia companies to participate in a teleconference on advanced electronics manufacturing technology. The teleconference, which originated on campus, had twelve downlink sites throughout Virginia. The panel focused on issues concerning electronics manufacturing and on the implementation of training programs.

UNION CAMP CORPORATION
Nominated by Paul D. Camp Community College

The partnership recognized the company's participation in the Educator's Environmental Institute, which was a joint effort of the community college and Norfolk State University. The institute provided local educators with a basic understanding of the interrelationships between people and the earth's resources.

VIRGINIA POWER

Nominated by John Tyler Community College

The partnership was a team effort to provide training for students to become qualified for employment as either nuclear control room operator technicians or as nuclear health physics technicians. Students were given college credit for classes and technology training received on-site at the Surry nuclear power plant. The company provided full tuition assistance and pay for the students.

WINDWARD INTERNATIONAL, INC.

Nominated by Wytheville Community College

The partnership illustrates several aspects of cooperative effort. One of the company officers serves on the drafting and design advisory committee and as an adjunct instructor for a computer-aided drafting course. Involvement with the college led to the use of AutoCAD in the company. The company pays for advertising in the local newspaper and for ten radio spots discussing the benefits of the Machine Technology program. In return the company has a pool of qualified potential employees. A college faculty member was allowed to work full time at the company under a "Back-to-Practice" grant for the 1989-89 academic year.

AUTOMOTIVE TRAINING INSTITUTE

Nominated by Chesapeake Public Schools

The partnership has provided the schools with continued support through the Adopt-A-School Partner program for three years. For more than four years the company has provided guest lecturers for classes, donated materials and equipment, conducted field trip tours of the facility, and hosted VICA diesel and automotive technology contests.

CHEVROLET MOTOR DIVISION-WASHINGTON BRANCH, GENERAL MOTORS CORPORATION

Nominated by Green County Technical Education Center

The partnership began in 1972 when the company began donating passenger cars and trucks, engines, transmissions, tools, and other major automotive components to schools for instructional purposes. Over 6,000 brand new cars and trucks damaged by accidents, floods, or other mishaps on the way to the dealers' showrooms have been donated to many schools for this purpose.

HALIFAX VOCATIONAL FOUNDATION

Nominated by Halifax County and South Boston City School Board

The partnership has provided outstanding support for vocational education in the area public schools. Activities include fundraising, house construction program sponsorship, the donation of materials for individual vocational programs, and marketing vocational education in the community.

NASA LANGLEY RESEARCH CENTER
Nominated by New Horizons Technical Center

The partnership has provided students from six area school divisions and fourteen high schools with state-of-the-art learning experiences through direct association with the center's scientists, engineers, and technicians. Students are given the opportunity to contribute to and work on research projects, and program mentors are given the opportunity to train and work with the future workforce.

NAVAL SURFACE WARFARE CENTER
Nominated by Fredericksburg, Caroline, King George, Spotsylvania, and Stafford Public Schools

The partnership has provided support for the Regional Governor's School for Vocational Education. The center has offered inservice programs for teachers, provided lecturers to instruct classes, run mentorship programs, and furnished or loaned supplies and equipment to the school.

TALBOTT AND ASSOCIATES
Nominated by Virginia Beach Public Schools

The partnership has served approximately 450 students in programs designed to teach practical architecture, engineering, new technology, and environmental concerns in land use and facility planning. Other activities included guest speakers, demonstrations on land surveying, recognition for student achievements and assistance with landscaping and interior design plans.

WKEY RADIO, INC.
Nominated by Jackson River Vocational Center

The partnership has been invaluable in carrying out the center's public relations program. The radio station does live remote broadcasts for the school during Vocational Education Week, which generates money for scholarships to students wishing to continue their education upon graduation. The station manager also serves as emcee for a cable television program five times a year. The program discusses the activities of the center, student organizations and the instructional staff.

E. ADVISORY COUNCIL AND ADVISORY COMMITTEE AWARDS

1990 ADVISORY COUNCIL/COMMITTEE AWARDS

ARNOLD R. BURTON TECHNOLOGY CENTER ADVISORY COUNCIL
Nominated by Roanoke County Public Schools

During the past year the council helped the staff and teachers refocus the direction the center should take in the 1990s. The public relations program for the school has been enhanced by the council's efforts. The school now has a plan to better serve the needs of the community. New placements for student cooperative positions have been located, equipment has been donated, new people have become accessible as judges in competitions and as outside spokespersons for school board meetings and other functions.

CHESAPEAKE ADULT AND VOCATIONAL ADVISORY COUNCIL
Nominated by Chesapeake Public Schools

The council established a fund and awarded a $500 vocational scholarship in 1988-89. Members raised more than $2,000 for the 1989-90 scholarship. Council sponsored the private sector Check Excellence Program and supported many career days/nights in the senior high schools. Members helped sponsor the Apprenticeship Night at a local high school and a Job Fair at which sixty employers and 180 graduating seniors participated. Plans for 1990 include an industrial tour for vocational counselors and other guidance counselors.

NEWPORT NEWS GENERAL VOCATIONAL EDUCATION ADVISORY COUNCIL
Nominated by Newport News Public Schools

Vocational education students are better prepared to enter the workforce because of the council's efforts. The council has helped cooperative teachers locate job sites for students and graduates. Four years ago this was a problem. Now most coordinators cannot fill the job requests. All programs have become more relevant because of council initiatives, and follow-up studies indicate that ninety-six percent of the vocational graduates are employed or in school. Students and teachers have been given tours through new high technology businesses. Counselors and teachers serve internships in members' businesses. The community views the council as a vehicle for providing a trained workforce and a sound economic base for the community.

NORFOLK PUBLIC SCHOOLS
VOCATIONAL EDUCATION ADVISORY COUNCIL
Nominated by Norfolk Public Schools

Activities of this long-standing, integral council relationship include fourteen major focus areas. The council wants to make sure all high school vocational completers can "market" themselves and can successfully complete a resume and job application. Two major activities, JOB-A-RAMA and WORKFORCE READINESS, support the council's commitment to quality vocational-technical programs. Members have planned and helped conduct training for every secondary counselor in an effort to increase enrollments in vocational programs. Members have assisted with efforts in articulating high school skills attainment into college course credit for vocational completers.

STAFFORD COUNTY SCHOOLS VOCATIONAL ADVISORY COUNCIL
Nominated by Stafford County Public Schools

Council activities have included conducting the Job Opportunities Convention for three years, assisting with local judging of the Check Excellence program, sponsoring the observance of National Vocational Education Week for five years, playing an active role in securing donations and selecting equipment, materials and textbooks for student use. The image of and support for the vocational programs has been greatly enhanced by the presence, participation and involvement of the council. The council effectively worked with others to begin the first residential construction project, Project BOOTS (Bring Opportunities to Schools) in the area.

VIRGINIA HIGH SCHOOL HEALTH OCCUPATIONS ADVISORY COMMITTEE
Nominated by Bristol City Public Schools

The council helped develop and printed a Health Occupations Program brochure for the school. It has also sponsored events to recruit students and is working to create a scholarship for a student to continue postsecondary education. Members have provided supplies, equipment, guest speakers, and training facilities for the program. Higher enrollment and better caliber student participation in the health occupations program are some of the results of council's involvement. With the help of the council more quality cooperative training stations have been located and better rapport with the community, parents, and the guidance department has been established.

VOCATIONAL EDUCATIONAL FOUNDATION
Nominated by Prince William County Public Schools

Since 1973 the foundation has been instrumental in providing work locations for the building trades and masonry classes by procuring land and materials so students would be able to learn skills in the construction trades. Building trades students have constructed seven houses and

are scheduled to complete the eighth this spring. The foundation is negotiating for property to ensure future building sites for years to come. Upon program completion, the foundation presents students a set of construction tools. A major objective of the foundation is to develop a united effort between the local public and the educators to secure the highest quality vocational education program.

AUTOMOBILE DEALERSHIP MANAGEMENT ADVISORY COMMITTEE
Nominated by John Tyler Community College

The committee was formed in 1984 and has been instrumental in the development of a Career Studies Certificate in Automobile Dealership Management and an associate degree in Business Management with a specialization in Automobile Dealership Management. To date, over 700 individuals have participated in the program; which the committee has strengthened through donations of equipment, materials and by procuring the endorsement of local and state dealer associations. Positive outcomes include graduates possessing knowledge of the "whole" dealership operation so they develop a broad-based understanding of the industry.

BUSINESS/INDUSTRY/GOVERNMENT-EDUCATION COUNCIL
Nominated by Thomas Nelson Community College

The council has overseen the pairing of 132 individual business and school partners, offered guidance, orientation, motivation and recognition programs. It publishes local forecasts in thirty-five of the highest demand occupations. Members provided a Job Opportunities Convention for over 900 students to interview with 100 businesses for full-time employment. Members participate in training development by mentorships, internships, cooperative education programs, and apprenticeships. It has also developed a marketing campaign to improve the image of vocational education, and promotes equal awards recognition of vocational students with their academic peers.

CONTINUING EDUCATION/COMMUNITY SERVICES
CHILD CARE TASK FORCE SUBCOMMITTEE
Nominated by Lord Fairfax Community College

In 1987, this group was given the responsibility of exploring possible involvement of LFCC in the training for providers of child care and preschool education services. Identified areas of involvement were a certification program for day care providers, the development of a resource listing and a trainer's course for providers. A Child Care Awareness day was held which addressed the topics of quality care, licensing, corporate child care on site and the voucher system. A community workshop for employers included insurance concerns, legal issues, and assessing an industry's need for day care services. Currently issues being addressed include training of child care providers, school-age child care, updating the child care resource directory, employer sponsored day care, infant care/family day care, and an innovative child care resource/services center.

MACHINE TECHNOLOGY AND DRAFTING AND DESIGN ADVISORY COMMITTEES

Nominated by Wytheville Community College

Originally started as one committee in 1983, the committee was expanded to two committees to serve each program respectively. The committees strengthen the college programs by providing a better understanding of industrial and college needs and better placement of students. Some members serve on both committees and occasionally joint meetings are held. A unique feature of the committee meetings is a tour of a member's plant. Included as part of the tour are discussions of educational background needed for employment, specific curricula needs, and the success of WCC students employed by the company. Some committee members have served as part-time instructional lecturers. Over the past few years members have donated several thousand dollars in equipment and/or money to the foundation for use by the drafting and machine technology programs.

APPENDIX

VIRGINIA JTPA SERVICE DELIVERY AREAS

1. SDA - One, Inc.

   Counties: Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, Wise
   City: Norton

2. New River/Mount Rogers Employment and Training Consortium

   Counties: Bland, Carroll, Floyd, Giles, Grayson, Montgomery, Pulaski, Smyth, Washington, Wythe
   Cities: Bristol, Galax, Radford

3. Fifth District Employment and Training Consortium

   Counties: Alleghany, Botetourt, Craig, Roanoke
   Cities: Clifton Forge, Covington, Roanoke, Salem

4. Shenandoah Valley Service Delivery Area

   Counties: Augusta, Bath, Clarke, Frederick, Highland, Page, Rockbridge, Rockingham, Shenandoah, Warren
   Cities: Buena Vista, Harrisonburg, Lexington, Staunton, Waynesboro, Winchester

5. Northern Virginia Manpower Consortium

   Counties: Fairfax, Loudoun, Prince William
   Cities: Fairfax, Falls Church, Manassas, Manassas Park

6. Alexandria/Arlington Job Training Consortium

   County: Arlington
   City: Alexandria

7. Piedmont Job Training Administration

   Counties: Albermarle, Culpeper, Fauquier, Fluvanna, Greene, Louisa, Madison, Nelson, Orange, Rappahannock
   City: Charlottesville

8. Central Piedmont Employment Consortium

   Counties: Amherst, Appomattox, Bedford, Campbell, Franklin, Henry, Patrick, Pittsylvania
   Cities: Bedford, Danville, Lynchburg, Martinsville

9. South Central Employment and Training Consortium

   Counties: Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Dinwiddie, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward, Prince George, Surry, Sussex
   Cities: Colonial Heights, Emporia, Farmville, Hopewell, Petersburg, South Boston

10. Job and Training Assistance Programs

    City: Richmond

11. Capital Area Training Consortium

    Counties: Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan

12. Bay Consortium Private Industry Council, Inc.

    Counties: Accomack, Caroline, Essex, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Northampton, Northumberland, Richmond, Spotsylvania, Stafford, Westmoreland
    City: Fredericksburg

13. Job Training Service

    Counties: Gloucester, James City, York
    Cities: Hampton, Newport News, Poquoson, Williamsburg

14. Southeastern Virginia Job Training Administration

    Counties: Isle of Wight, Southampton
    Cities: Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, Virginia Beach

COOPERATIVE AGREEMENT

VIRGINIA DEPARTMENT OF EDUCATION
GOVERNOR'S EMPLOYMENT AND TRAINING DEPARTMENT
STATE BOARD OF VOCATIONAL EDUCATION
GOVERNOR'S JOB TRAINING COORDINATING COUNCIL

The Governor's Employment and Training Department and the Department of Education will:

1. Jointly coordinate information sharing at the state and local levels to include:

   In existing newsletters, highlight such things as:

   a. Successful cooperative efforts;

   THIS WAS DONE FOR SEVERAL COOPERATIVELY CONDUCTED ACTIVITIES.

   b. Current legislative and policy issues that relate to both systems;

   NO ACTION REPORTED.

   c. Successful ways of establishing coordination.

   NO ACTION REPORTED.

2. Jointly sponsor a summer youth institute with the business sector to bring economically disadvantaged youth, and business and industry leaders together to look at job opportunities, requirements to quality for a job, on-the-job-training, what it takes to be successful in a job, factors that prevent people from getting a job, and Youth 2000 issues.

THIS WAS A SUCCESSFUL VENTURE EACH YEAR. DEPARTMENT OF EDUCATION FUNDS WERE USED TO SUPPORT THE INSTITUTE IN THE FIRST YEAR.

3. Jointly initiate policies and incentives for local joint planning, funding, or review of programs by:

   a. Establishing a workgroup to:

   Identify incentives to encourage jointly developed programs in the following areas: Title II-A and B (JTPA), Literacy, Dropouts (Initiative Funds/GETD),

Disadvantaged (Set-aside/Carl Perkins), Sex Stereotyping (Set-aside/Carl Perkins), Title II-B (Carl Perkins), Title III-A (Carl Perkins), Adult Education, and Remedial Education

NO ACTION REPORTED.

Participate in curriculum development efforts for job training programs.

NO ACTION REPORTED.

Encourage PIC representation on the local education advisory committee and establish an information exchange program between the two bodies.

THIS WAS DONE THROUGH CORRESPONDENCE TO PROGRAM ADMINISTRATORS.

Share information on programs operated under the Virginia State Plan for Vocational Education and the Job Training Partnership Act.

THIS EXCHANGE OF INFORMATION TOOK PLACE.

b. Developing coordination criteria to address the topic for localities for both systems.

THE GETD DEVELOPED COORDINATION CRITERIA FOR SERVICE DELIVERY AREAS. NO ACTION WAS REPORTED BY THE DEPARTMENT OF EDUCATION.

4. Jointly participating in the development of regional coordination workshops being sponsored by the GETD.

FOURTEEN REGIONAL WORKSHOPS WERE CONDUCTED.

5. Sharing a copy of the Virginia State Plan for Vocational Education and yearly modifications with the Governor's Job Training Coordinating Council and a copy of the Governor's Coordination and Special Services Plan and yearly modifications with the State Board of Vocational Education for review and comment.

THIS EXCHANGE OF PLANS WAS DONE. ADDITIONALLY, A REPRESENTATIVE OF THE GETD PARTICIPATED ON THE VOCATIONAL EDUCATION STATE PLANNING COMMITTEE.

The Department of Education will:

1. Require each locality to describe any coordination with relevant programs conducted under the JTPA to avoid unnecessary duplication.

THIS IS REQUIRED AS PART OF THE LOCAL PLANNING DOCUMENT.

2. Require each locality to provide assurance that the appropriate PIC has been notified of the opportunity to review and comment on the local Vocational Education Plan prior to submission to the State Board of Vocational Education.

THIS IS REQUIRED AS PART OF THE LOCAL PLANNING DOCUMENT.

3. Consult with and provide information to the Governor's Job Training Coordinating Council on special projects assisted under Title III, Part C of the Carl D. Perkins Vocational Education Act as needed for the Governor's Coordination and Special Services Plan.

FEDERAL FUNDS WERE NOT APPROPRIATED FOR TITLE III, PART C.

4. Give priority to projects developed jointly by educational agencies with the appropriate PIC and the VEC Dislocated Worker Program for financial assistance under Title III, Part C of the Carl D. Perkins Vocational Education Act.

FEDERAL FUNDS WERE NOT APPROPRIATED FOR TITLE III, PART C.

5. Provide information to the Governor's Job Training Coordinating Council concerning the level of financial assistance to be made available each year to eligible recipients for dislocated worker projects (depending on available funding).

THIS WAS DONE.

6. Provide technical assistance and advice on vocational education programs and services as requested by PICs from the state, and encourage local agencies to also provide assistance.

SEVERAL EXAMPLES OF ASSISTANCE WERE REPORTED. THE EMPLOYMENT TRAINING SERVICE IN THE DEPARTMENT OF EDUCATION WAS THE PRIMARY SOURCE OF THIS ASSISTANCE.

The Governor's Job Training Coordinating Council will:

1. Ensure that the coordination criteria in the Coordination and Special Services Plan require Service Delivery Areas (SDA's) to maintain evidence of:

a. The inclusion of all educational agencies within the SDA on the SDA bidder's list.

THIS IS A REQUIREMENT IN THE COORDINATION CRITERIA FOR SERVICE DELIVERY AREAS.

b. Provision for distribution within each SDA of a listing and description of all SDA funded programs to local educational agencies.

THIS IS A REQUIREMENT IN THE COORDINATION CRITERIA FOR SERVICE DELIVERY AREAS.

2. Encourage the inclusion of language in all contracts for JTPA set-asides mandating that the contractor maintain evidence of the fact that all local education agencies within the state are included on the bidder's list for any funds that are to be subcontracted through an RFP process and that a listing of a set-aside funded programs are provided to those local education agencies.

SOME ATTENTION WAS GIVEN TO THIS, BUT IT WAS NOT ACHIEVED AS DESCRIBED.

3. Identify policies and legislation that present major barriers to the coordination of employment and training and education services.

A SURVEY OF STATE AGENCIES WAS CONDUCTED TO ACHIEVE THIS.

4. Develop recommendations to eliminate or change identified policies or legislation that duplicate or prevent effective and efficient services to JTPA participants.

THIS WAS A PART OF THE SURVEY OF STATE AGENCIES.

5. Provide to the State Board of Education's Vocational Education Policy and Program Committee and to the GJTC's recommendations to eliminate duplication of services and enhance coordination.

THIS WAS DONE.

This agreement was in effect from July 1, 1988, through June 30, 1990. Only the action portion of the agreement is reflected above. The full text of the signed agreement is in the appendix of the State Plan for Vocational Education (Administrative Provisions) Fiscal Years 1989-90, State Board of Vocational Education, Richmond, Virginia 23216.

The Virginia Council on Vocational Education does not discriminate against employees or applicants on the basis of race, sex, handicap, age, veteran status, national origin, religion, or political affilitation.

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